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ABSTRACT

This document, developed by the Illinois State Board of Education, identifies five goals for learning in the social sciences, and provides sample learning objectives for grades 3, 6, 8, 10, 12, which are consistent with these goals. The state goals for learning are broadly stated expressions of what the Illinois State Board of Education wants and expects its students to know and do as a result of elementary and secondary schooling. The sample set of district-level learning objectives was developed as a means of assisting districts in the development of their own objectives and are stated in general terms. Section 1 presents an overview of the social sciences. Section 2 lists the state learning goals for the social sciences. In Section 3 the general knowledge and skills relating to each of these goals is listed. Section 4 contains the sample learning objectives relating to each goal for each grade level. Appendix A lists the state goals for learning in the six subject areas of learning. Appendix B lists questions and answers concerning the learning objectives and assessment. (APG)

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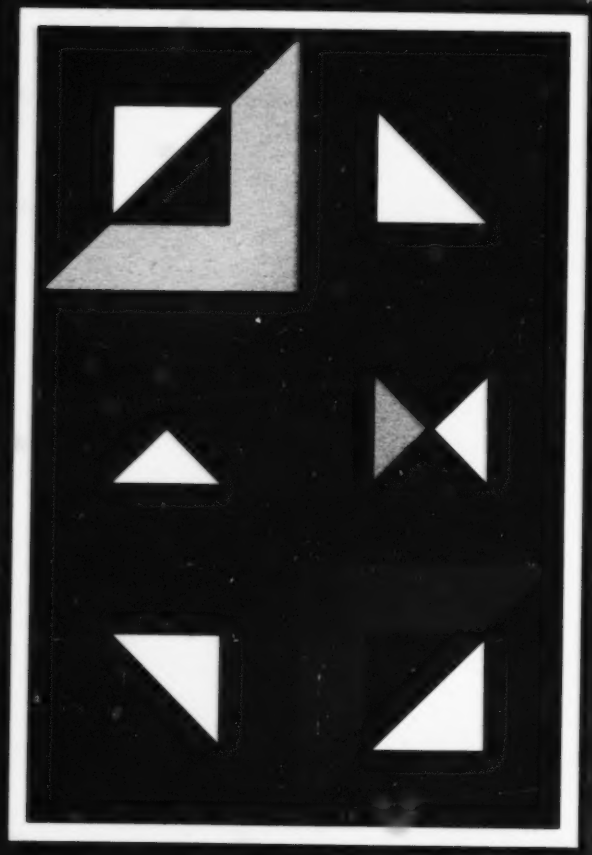

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STATE GOALS FOR LEARNING

AND SAMPLE LEARNING OBJECTIVES

SOCIAL SCIENCES

GRADES 3, 6, 8, 10, 12

Illinois State Board of Education
Department of School Improvement Services

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

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State Superintendent of Education

INTRODUCTION

The 1985 educational reform legislation addressed nearly every aspect of schooling and provided a unique opportunity for local school districts and the State Board of Education to work cooperatively to improve education in Illinois. One of the most important pieces of the legislation, one which has long-range implications for learning and teaching in Illinois schools, provides for the development of learning goals and assessment systems at both the state and local levels.

Legislative Requirements

Public Act 84-126, effective August 1, 1985, amended The School Code of Illinois to include, for the first time in the state's history, a definition of schooling and a requirement that the goals for learning be identified and assessed. Specifically, the law requires the following:

The State Board of Education must establish goals consistent with the primary purpose of schooling. The legislation defines the primary purpose of schooling as the transmission of knowledge and culture through which children learn in areas necessary to their continuing development: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health.

Local school districts must establish student learning objectives which are consistent with the primary purpose of schooling and which meet or exceed goals established by the State Board.

School districts must also establish local goals for excellence in education.

The State Board must establish assessment procedures for local school districts. This includes the establishment of a common month for testing in each school year, the development of state test items to be included along with each of the district assessments, and the development of model assessment procedures which school districts may elect to use.

School districts must assess student learning to determine the degree to which local goals and objectives are being met. This assessment is required at least at grades 3, 6, 8 and 10, with the initial year for assessment staggered according to learning area and grade level.

School districts must develop local plans for improvement in those areas where local goals and objectives are not being met.

School districts must disseminate the local goals and objectives to the public, along with information on the degree to which they are being achieved and, if not, what appropriate corrective actions are being taken by the district.

The State Board must approve the local school district objectives, assessment systems, plans for improvement, and public reporting procedures.

The intent of these requirements is to put into place a system which will assure, to the maximum extent possible, that elementary and secondary school students learn what the state and local communities regard as important.

Purpose of this Publication

During the next several years, beginning in 1987, school districts will be required to submit their objectives for student learning to the State Board of Education. These objectives must meet or exceed the State Goals for Learning and must also identify local goals for excellence in education. The purpose of this publication is to provide assistance to local school districts in fulfilling these requirements.

This document is part of a series of six publications, one for each of the primary learning areas stated in the law. It identifies State Goals for Learning in a specific learning area* and a sample set of district-level learning objectives which are in our view consistent with those Goals. School districts have the option to adopt or adapt these objectives for local use or to develop a completely different set which is consistent with State Goals and is based on their view of local needs and conditions.

State Goals for Learning vs. District-Level Learning Objectives

The legislation adopted in the summer of 1985 required the State Board of Education to adopt State Goals for Learning in each of the six primary areas identified in law: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. With the assistance of a committee chaired by Dr. John Corbally and representatives of education, business and the general public, the State Board completed this task in October 1985.

The State Goals for Learning are broadly stated, relatively timeless expressions of what the State of Illinois wants and expects its students to know and be able to do as a consequence of their elementary and secondary schooling. They are terminal goals--that is, they identify what students are expected to know by the time they complete their elementary and secondary

* State Goals for Learning in all six learning areas are found in Appendix A.

education. The state's interest is focused less on when or how the desired knowledge and skills are acquired than on the ultimate results of local efforts. Therefore, each local school district will be given the maximum flexibility allowed by law for deciding when and how they wish to approach the teaching of various skills and understandings.

The State Goals for Learning should not be confused with graduation requirements; they are statements of the expectations which are held for all Illinois students. Some students will far exceed them. Others may not achieve them initially, but that reality should not lessen the expectations or the efforts expended on improving their performance. Local schools will be expected to adjust programs and allocate resources in a manner which is consistent with achievement of the desired level of student learning.

Local school districts are required to develop, and submit for approval by the State Board of Education, local learning objectives which meet or exceed the State Goals for Learning. These district-level objectives will identify the learning outcomes expected for students in their schools and are, in effect, the district goals for learning.

Like the State Goals for Learning, district-level objectives are intended to represent terminal goals for elementary and secondary schooling. This means that the process of developing district-level objectives should begin with the identification of objectives which define the learnings expected of students by the time they complete schooling. These then become the framework within which a school district identifies the progression of learning for its students.

It should be emphasized that because the State Goals for Learning represent end-point expectations, it will be necessary for elementary and secondary schools to be in close communication during the development of local district objectives.

Sample Learning Objectives

The sample set of district-level learning objectives presented in this publication was developed as a means of providing assistance to districts in the development of their own objectives.

The State Goals for Learning were deliberately stated in broad, general terms so that districts would have a large degree of latitude in developing instructional strategies and having their objectives reflect such local considerations. These sample district-level objectives provide one of the many possible sets of objectives which are consistent with the State Goals for Learning. Districts could choose to adopt these sample objectives as their own, although we would assume that none would do so without due consideration of local conditions and needs and an appropriate process of thoughtful review. Districts could also adapt these sample objectives to correspond to their own views. The approach we suggest is for school districts to use this sample set of learning objectives as a guide to assist them in their efforts to develop local district learning objectives.

This sample set of district-level learning objectives was developed with the assistance of an expanded version of the committee which helped to develop the State Goals for Learning and a technical writing committee. A draft document was provided to school districts in the spring of 1986, and after an intensive period of review and analysis, revisions were made. This final version represents the perceptions and comments of many thousands of Illinois citizens and educators.

The sample learning objectives for grades 3, 6, 8, 10 and 12 describe learnings which are in our view consistent with the State Goals for Learning. Although these sample objectives identify specific expectations, district objectives for grades 3, 6, 8, and 10 do not necessarily have to correspond. State Board approval of local objectives will be based on compatibility with the State Goals for Learning, not these sample objectives.

Some additional comments about what these sample district-level learning objectives are, and are not, intended to do.

1. They are not intended to specify instructional delivery systems. Although the objectives are listed in fundamental learning areas closely related to traditional course offerings or specific areas of the curriculum, it should be emphasized that the learnings can appropriately occur in a number of places in the curriculum. The focus is on student learning, not course offerings. Naturally, a student must have opportunities to learn the knowledge indicated or the skill specified in the objectives, but such activities do not of necessity have to occur within the learning area in which it is listed.

2. The number of sample learning objectives shown for a particular learning area is not intended to suggest the relative amount of instructional time which should be given to that area. Time allocations will vary for a variety of reasons totally unconnected to the length of a list of objectives.

3. The sample learning objectives identify behavior or knowledge in more general terms than those expected to be used in local district instructional objectives. The establishment of definitions at that more specific level is left to local discretion.

4. The sample objectives are intended to reflect a progression of learning which is consistent with learning theory and human development. Wherever possible, the sample objectives present a range of cognitive levels within a grade level. Learning sequences generally emphasize higher cognitive levels as grade levels increase from grade 3 to grade 12. However, some learning objectives remain the same from grade to grade--that is, objectives do not present a cognitive sequence that increases in difficulty across grade levels. Rather, these objectives imply an increase in the complexity and sophistication of learning materials and other stimuli appropriate to the developmental stage of the student.

5. The samples presented in this document do not cover all possible cognitive levels and learning sequences necessary for effective teaching and instruction. However, the samples are intended to present a broad picture of the knowledge and skills which meet the State Goals for Learning, without specifying the instructional activities necessary to achieve these learnings.

6. The sample learning objectives are not intended to reflect measures of student achievement or to prescribe instructional methods. Local curricular and instructional designs, course offerings, textbooks and materials, and other adjuncts to teaching and learning are determined locally. This Learning Outcome/Assessment program will not change that practice.

7. Although the State Goals for Learning and the sample learning objectives are identified within a specific area of learning, it is hoped that as local school districts develop their own objectives, they will consider the need to assure that students integrate knowledge and understand the interrelationships of the learning areas.

8. Although each district's objectives will serve as the basis for its district-level assessment program, these sample learning objectives are not the framework or basis for state assessment items. State assessment will be based on the more general areas defined in the State Goals for Learning.

Publication Format

In this publication, all of the State Learning Goals for this fundamental area of learning are listed in Section II. In Section III, the State Goals are listed with the general knowledge and skills which are related to each goal.

Section IV contains the sample learning objectives related to each Goal and keyed to the general knowledge and skills areas. The capital letter before each objective refers to the general knowledge and skills area. The objectives are numbered consecutively by each area. For example, sample learning objective D2 relates to the general knowledge and skills statement D and is the second sample objective listed for this grade level in this area. In this way, districts can reconstruct the progression used in developing the sample learning objectives. Each grade designation of sample learning objectives begins on a separate page so that all of the sample learning objectives for a particular level can be aggregrated.

Included in the Appendix are the State Goals for Learning for all of the six fundamental areas of learning and answers to some of the most frequently asked questions about this program.

Social Sciences

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SOCIAL SCIENCES

People, both collectively and individually, are the focus of the social sciences. The dimensions of this focus are historical, political, geographic, economic, sociological, and psychological. The social sciences may include the study of historical events, government functions, natural resources, business cycles, group behavior and individual personality to understand better the past, the present, and the possible future of human society.

The study of the social sciences in the schools has this same goal of better understanding human society, with an additional goal of education for citizenship. While citizenship education is a goal of the entire educational community, social sciences have a special role. A democracy demands citizens who are knowledgeable concerning human affairs and who can apply this knowledge effectively in the critical task of self-government.

In developing the sample learning objectives, committees reviewed curriculum guidelines from the Joint Council on Economic Education, the National Council for Social Studies, and National Council for Geographic Education. They also reviewed objectives and goals from a number of other states and pertinent Illinois Social Science curriculum materials.

The sample learning objectives provide a wide range of objectives. The social sciences include facts and concepts. These facts and concepts are not ends in themselves, but should be used by students in learning about the world. This includes using facts and concepts in critical thinking and decision making. The key to objective development in social sciences is to remember that facts and concepts are to be used, not learned in isolation.

SOCIAL SCIENCES

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexities of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

State Goals for Learning

As a result of their schooling, students will be able to:

- understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;
- understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;
- demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;
- demonstrate a knowledge of world geography with emphasis on that of the United States;
- apply the skills and knowledge gained in the social sciences to decision making in life situations.

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 1

The following knowledge and skills are related to this State Goal for Learning:

A Basic principles of American government as expressed or implied in the Declaration of Independence, the federal and state constitutions, other major historical documents, and significant court decisions.

B Rights and responsibilities of citizenship under the United States Constitution.

C Election processes at all levels of government, including the impact of communication systems.

D Structures and functions of the political systems in the United States and Illinois.

E Influences of political action by individuals and interest groups on the development of the American political system.

F Factors that have contributed to the economic development of the United States.

G Economic interdependence among the Illinois, United States, and world communities.

H Economic impacts of political decisions made by federal, state, and local governments.

I Structures and functions of major political systems in the world.

J Major political events in the contemporary world and their impact on the changing structures and functions of governments.

K International organizations like the United Nations and their roles and functions in the modern world.

L Evolution and nature of rules and laws that govern human interactions.

M Basic economic concepts that have traditionally shaped economic systems.

N Traditional, market, and command economic systems.

O Effects of basic economic principles on producers and consumers in the public and private sectors.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 2

The following knowledge and skills are related to this State Goal for Learning:

A Chronology and significance of the major events in world history.

B Historical developments leading to the present similarities and differences among the world's people.

C Contributions of significant men and women in world history.

D Chronology and significance of the major social, economic and political events shaping the American experience.

E Historical relationships between the United States and the other nations of the world.

F Impacts of urbanization, industrialization and emerging technology on the nation's environment, as well as on its social, political and economic institutions.

G Roles played by racial and ethnic groups in developing the nation's pluralistic society.

H Historical and contemporary relationships of Illinois to the United States and the rest of the world.

SOCIAL SCIENCES

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 3

The following knowledge and skills are related to this State Goal for Learning:

A Selected theories of human physical development.

B Selected principles of learning and motivation.

C Selected relationships between personality and development.

D Development and functions of the institution of the family.

E Common support networks in contemporary society.

F Development of oral and written communication.

G Selected types of antisocial behavior and various methods of intervention.

H Influences of customs, traditions, and folkways in shaping human behavior.

I Effects of mass communication on human behavior.

SOCIAL SCIENCES

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 4

The following knowledge and skills are related to this State Goal for Learning:

Location: Position on the Earth's Surface

A Location of physical and cultural features of the local community, the state, the nation and the world.

B Use of maps and models as primary geographic tools.

C Influences of physical and cultural features on the locations of objects and places.

Place: Physical and Human Characteristics

D Ways in which people define, name and alter places.

E Different ways in which various groups within society may view places.

F Positive and negative effects of human actions or natural processes on places.

Relationships within Places: Humans and Environments

G Ways people inhabit, modify and adapt culturally to different physical environments.

H Habitats as complex ecosystems which may have been modified by human action.

I Ways people depend on, evaluate, and use natural environments to extract needed resources, grow crops and develop settlements.

Movement: Humans Interacting on the Earth

J Ways people depend on products, information, and ideas that come from beyond their immediate environment.

K Ways people move themselves, their products, and their ideas across the earth's surface.

Regions: Formation and Change

L Concept of region in physical and cultural terms.

M Cultural and physical geography of each of the world's regions.

N Basic physical and cultural geography of the United States.

SOCIAL SCIENCES

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 5

The following knowledge and skills are related to this State Goal for Learning:

A Rational decision-making processes based on goals, values, and needs applied to selected consumer and social problems.

B Sources of information evaluated in terms of selective criteria.

C Costs and benefits of a particular course of action.

D Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

E Various relationships between the individual and others in the local community, state, nation and world.

F Citizen's role in the election process at the local, state, and national levels.

G Ways to utilize the various levels of government.

H Roles of individuals and/or groups in effecting change.

I Roles of the individual in the world of work.

J Relationships between competence and potential.

K Relationships between individual and societal value systems.

L Strategies for conflict resolution evaluated in terms of selected criteria.

M Management of human and material resources.

SOCIAL SCIENCES
GRADE 3

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 3, students should be able to:

B1. Identify the responsibilities people have to their families, communities and country.

B2. Demonstrate the proper way to display the United States flag.

C1. Know how to vote.

E1. Understand why working together may make a task easier than trying to do it alone.

E2. Understand why trying to solve a problem is better than doing nothing.

G1. Know the products of the local area that are sent to other parts of Illinois, the United States, and/or the world.

L1. Know the purpose of rules.

L2. Know why people need government.

M1. Understand the concept of scarcity.

O1. Identify the factors a person might consider before making a purchase.

O2. Know the ways that savings can benefit an individual.

O3. Identify specific jobs that people perform to earn money.

SOCIAL SCIENCES
GRADE 6

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 6, students should be able to:

A1. Summarize the reasons the American colonies declared their independence from England.

A2. Understand the following phrases from Lincoln's Gettysburg Address: (1) ". . . all men are created equal . . ." and (2) ". . . government of the people, by the people, and for the people . . ."

B1. Understand the meaning of the pledge of allegiance to the flag of the United States.

B2. Distinguish between rights and responsibilities.

B3. Know what patriotism is and why it is important to a nation.

C1. Understand what an election is.

D1. Know the functions of the executive, legislative, and judicial branches of government.

E1. Identify sources of information available to citizens that help them keep informed on political issues.

F1. Identify the factors that helped and hindered economic growth in the American colonies.

G1. Know the problems that trading directly with the person who produces goods or services would cause.

G2. Identify the diverse resources needed to produce a common item such as a chocolate bar or an automobile.

H1. Recognize the economic impact of transportation on an economy.

L1. Distinguish the difference between rules and laws.

L2. Know examples of law at work in daily life.

M1. Distinguish the difference between goods and services.

M2. Identify services provided by the government to the local community.

M3. Know how specialization increases and/or improves output.

O1. Analyze the possible reasons for a rise or fall in prices.

O2. Know what money is and how it helps in the buying and selling of goods and services.

O3. Recognize why occupations change over time.

SOCIAL SCIENCES
GRADE 8

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 8, students should be able to:

A1. Assess the benefits of a written constitution.

A2. Understand the meaning of "majority rule."

A3. Compare the form of government provided by the Articles of Confederation with that established by the United States Constitution.

A4. Know the main ideas of the Declaration of Independence and the Preamble to the Constitution of the United States.

B1. Know the principle of separation of powers as contained in the United States Constitution.

B2. Know the rights guaranteed by the first ten amendments to the United States Constitution.

C1. Analyze the role of political parties in the election process.

C2. Identify what citizens must do to register and vote.

C3. Distinguish the differences between primary and general elections.

C4. Evaluate the importance of the secret ballot in a democratic election.

D1. Know the role of political parties and elections in the functioning of governments.

D2. Identify several types of courts and distinguish among the kinds of cases each type handles.

D3. Understand the roles of the executive, legislative, and judicial branches of government in the checks and balances of power.

E1. Recognize common propaganda techniques.

E2. Demonstrate the ability to use parliamentary procedure.

E3. Know how citizens can participate in interest groups.

E4. Discriminate between the dos and don'ts in writing an effective letter to a legislator or other government official.

E5. Know the ways a citizen may assist in a political campaign.

F1. Analyze the factors involved in the change from an agriculturally based to an industrially based economy in the United States.

F2. Know the contributions each of the following has made to economic development in the United States: entrepreneurs, organized labor, transportation, immigration and technology.

G1. Compare and contrast arguments for and against a tariff.

G2. Understand how production decisions in our country are affected by conditions in other countries.

H1. Analyze the different reactions to government regulations of various groups and individuals.

H2. Know ways government attempts to stimulate the economy.

I1. Compare presidential and parliamentary systems of government.

I2. Analyze the relationships between totalitarianism and individual freedom.

I3. Understand the relationships between political and economic systems.

K1. Identify the general purposes of the United Nations.

K2. Know why the United States is more likely to be a member of an international organization today than at the turn-of-the-century.

L1. Distinguish between criminal and civil law.

L2. Know the participants and procedures in a typical criminal trial.

L3. Summarize the steps between the discovery of the crime and sentencing in a typical criminal case.

M1. Understand the meaning and importance of profit in business.

M2. Identify the factors which affect supply and demand.

M3. Understand the effects of competition on the producer and the consumer.

M4. Understand how the factors of production (natural resources, labor, capital, management) affect production.

N1. Understand the significance of the three questions faced by all societies: What to produce? How to produce it? For whom to produce?

N2. Distinguish between private ownership and collective ownership.

SOCIAL SCIENCES
GRADE 10

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 10, students should be able to:

A1. Contrast a federal system with a national system of government.

B1. Understand how an individual's rights may conflict with those of another individual or group or with the general welfare.

B2. Understand the relationship between being well-informed and responsible citizenship.

C1. Identify the things a citizen should consider in deciding whether to vote for a candidate.

D1. Compare how a bill becomes a law in the Illinois General Assembly and the United States Congress.

F1. Identify the methods used to finance a business including bank loans, savings, stocks, and bonds.

F2. Explain how rising productivity contributes to economic development in the United States.

G1. Describe the purposes and results of trade restrictions and trade promotions.

G2. Explain the concept of comparative advantage.

G3. Understand the contribution of transportation and communication to economic interdependence.

H1. Analyze the economic impact on a community that seeks to limit change and/or growth.

I1. Compare and contrast how each economic system (communism, fascism, socialism, and capitalism) answers the following questions: Who controls the land? Who controls the means of production? Who holds the ultimate economic power?

I2. Know the following about selected contemporary governments: How is the head of the government selected? How is the power distributed? Who has the ultimate power? What is the relationship between the legislative and the executive functions?

J1. Know how the rivalry between the United States and the Soviet Union affects the governments of other nations.

J2. Identify the impact of Middle East tensions on the structures and functions of the governments involved.

J3. Trace the effects of nationalism in Asia and Africa since World War II.

J4. Analyze the effects of world petroleum shortage and surplus.

K1. Analyze the concept of collective security.

K2. Compare the United Nations, the Organization of American States, and the North Atlantic Treaty Organization by organization and purpose.

L1. Trace the evolution of the means to solve grievances, such as combat, consultation with an oracle, royal authority, circuit-riding judges, court system.

M1. Assess how the division of labor helps to make people more interdependent.

M2. Compare the relationships between increasing productivity and economic growth.

M3. Analyze the relationships between savings, business investment, and employment.

M4. Understand the concepts of inflation, deflation, and economic cycles.

N1. Compare how the "what," "how," and "for whom" decisions are made in a market economy and a command economy.

N2. Understand why a market economy is likely to offer a greater variety of goods and services than a command economy.

O1. Analyze how changes in each of the following would likely influence economic behavior: profits, wages, and interest rates.

O2. Understand how the introduction of new technology can affect producers and consumers.

SOCIAL SCIENCES
GRADE 12

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 12, students should be able to:

A1. Analyze the basic principles of American government as expressed or implied in the Declaration of Independence and the federal and state constitutions.

B1. Understand the rights of the accused in the judicial system of the United States.

B2. Know the individual rights guaranteed by each of the following amendments to the United States Constitution: 13th, 14th, 15th, 19th, 24th, and 26th.

B3. Discriminate among initiative, referendum, and recall.

B4. Analyze the rights and responsibilities of citizenship under the United States Constitution.

C1. Analyze the role of the media in determining public opinion.

C2. Analyze election processes at all levels of government, including the impact of communication systems.

D1. Contrast the formal steps in how a law is passed by Congress with the actual working of the legislative process.

D2. Analyze the structures and functions of the political systems in the United States and Illinois.

E1. Analyze the influence of political action by individuals and interest groups on the development of the American political system.

F1. Understand the positions of Hamilton and Jefferson regarding the future of the United States economy.

F2. Identify the economic incentives for the westward migration during the late eighteenth and early nineteenth centuries and the government policies that made those incentives effective.

F3. Analyze the factors that have contributed to the economic development of the United States.

G1. Identify the types of regional specialization and the patterns of trade within and among the regions of the United States during selected periods in our history.

G2. Compare the effects of a trade surplus, a trade deficit, a tariff, and an embargo on the economy of the United States.

G3. Analyze the economic interdependence among the Illinois, United States, and world communities.

H1. Analyze the costs and benefits associated with the provision of certain goods and services such as education, health care and national defense by either the government or the private sector.

H2. Evaluate the economic impact of political decisions made by federal, state, and local governments.

I1. Analyze the structure and functions of major political systems in the world.

J1. Analyze the major political events in the contemporary world and their impacts on the changing structures and functions of governments.

K1. Undestand international organizations like the United Nations and their roles and functions in the modern world.

L1. Identify the means of orderly change in the government of the United States.

L2. Evaluate the evolution and nature of rules and laws that govern human interactions.

M1. Analyze the principal elements in the concept of scarcity including unlimited wants, limited resources, and opportunity cost.

M2. Analyze the basic economic concepts that have traditionally shaped economic systems.

N1. Analyze traditional, market, and command economic systems.

O1. Identify the potential conflicts in basic economic goals such as between economic efficiency and full employment.

O2. Know the meaning of such economic indicators as the Consumer Price Index, the Index of Leading Economic Indicators, and the Prime Interest Rate.

O3. Demonstrate how the basic principles of economics affect producers and consumers in the public and private sectors.

SOCIAL SCIENCES
GRADE 3

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 3, students should be able to:

A1. Understand chronological order.

B1. Recognize the dignity and worth of others including those who belong to a different cultural, racial, or ethnic group than their own.

B2. Recognize that people everywhere have the same basic needs, motivations and desires, but the ways they accomplish them differ according to their culture.

C1. Identify the contributions of significant American leaders.

D1. Understand the idea of cause and effect.

F1. Understand the idea of change.

F2. Become familiar with terms such as town, city, rural and urban.

SOCIAL SCIENCES
GRADE 6

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 6, students should be able to:

A1. Identify the achievements of early people leading to the establishment of early civilizations in Africa, Asia, Europe and Latin America.

B1. Realize that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

B2. Know that there are regional differences throughout the world in customs, language, food, housing, and other aspects of culture.

C1. Identify Illinois citizens who contributed to the history of the state and the nation.

D1. Identify significant local, state and national historical sites or landmarks.

D2. Know major historical events in the development of the United States.

F1. Contrast the ways that rural and urban communities provide for basic needs.

F2. Identify the causes of urban growth in the United States.

H1. Identify significant events in United States history that occurred in Illinois.

H2. Realize the lasting influence of early Native Americans on the history of Illinois.

H3. Identify the natural resources of the state that meet needs of the nation and the world.

H4. Recognize the dependence of Illinois on the goods and services being produced outside the state.

SOCIAL SCIENCES
GRADE 8

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 8, students should be able to:

B1. Describe how local, state, and national problems are interrelated with world problems.

B2. Summarize methods people can use to conserve resources for future generations.

D1. Relate the events that led to the birth of a new nation under the Constitution of the United States.

D2. Evaluate the significance of the Civil War to the history of the United States.

D3. Identify the major events in the American westward movement.

D4. Identify the significant events of the industrial revolution and the period of Manifest Destiny which brought the United States into the twentieth century.

F1. Contrast rural and urban life in United States communities with communities in other countries.

F2. Assess the impact of industrial growth on American society.

F3. Describe the impact of scientific and technological achievements on the development of the United States.

G1. Identify the contributions of women and minorities to American life.

G2. Identify the contributions of immigrants to American life.

G3. Identify the contributions of Black and Hispanic Americans to American life.

H1. Identify important events in United States history which occurred in Illinois.

SOCIAL SCIENCES
GRADE 10

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 10, students should be able to:

A1. Identify the major early civilizations and their contributions to the modern world.

A2. Know the characteristics of transition periods such as the Middle Ages which bridged early civilizations with the modern world.

A3. Identify the scientific achievements and technological developments which spurred the industrial revolution and the birth of modern nation-states.

B1. Contrast the European colonization patterns of Africa, Asia, and Latin America.

B2. Analyze the cultural impacts of European colonization on the African, Asian, and Latin American continents.

B3. Know the contributions of cultures in Africa, Asia, and Latin America on other nations of the world.

C1. Compare the major leaders of early civilizations.

C2. Identify individual political leaders, philosophers, and inventors who contributed to the development of modern nation-states.

D1. Identify the historical events which have made the United States a world power.

E1. Analyze the effects of nationalism in the United States on the social, political, economic and cultural institutions in other nations of the world.

F1. Analyze the effects of the United States labor movement on the social, political and economic developments of other nations of the world.

G1. Identify specific contributions made by racial and ethnic groups to American society.

H1. Relate specific examples of the interdependence of the people of Illinois with peoples of the world.

SOCIAL SCIENCES
GRADE 12

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 12, students should be able to:

A1. Know the major causes, events and results associated with World War I and World War II.

A2. Know the chronology and significance of the major events in world history.

B1. Understand the historical developments leading to the present similarities and differences among the world's people.

C1. Assess the roles of prominent world leaders of the twentieth century in preserving or disrupting world peace.

C2. Evaluate the contributions of significant men and women in world history.

D1. Distinguish between the methods used by different European nations in colonizing the Americas.

D2. Know significant aspects of life in colonial America.

D3. Evaluate the significance of the Revolutionary War in United States history.

D4. Understand the major actions taken by the newly formed United States government to establish democracy and protect the new nation from intervention by foreign powers.

D5. Assess the political, social and economic effects of nationalism and sectionalism in the United States in the first half of 19th century.

D6. Evaluate the significance of the Civil War in United States history.

D7. Know the causes and events in the settlement of the West.

D8. Assess the social, political, and economic changes occurring in the United States during (a) the second half of 19th century, (b) from 1920 to 1940, and (c) from 1945 to the present.

D9. Analyze the major changes in United States foreign policy between 1865 and the present.

E1. Decide why United States institutions are worth preserving.

E2. Analyze the historical relationships between the United States and the other nations of the world.

F1. Assess the effects of changing from a cottage industry to an international economic power on the social, political, and economic institutions of the United States.

F2. Understand the impacts of urbanization, industrialization and emerging technology on the nation's environment, as well as on its social, political and economic institutions.

G1. Recognize that the cultural heritage of the United States is the product of other cultures, modified to meet the needs of the American people.

G2. Understand the roles played by racial and ethnic groups in developing the nation's pluralistic society.

H1. Relate specific examples of contributions of Illinois to the development of social, political, and economic institutions of the United States.

H2. Understand the historical and contemporary relationships of Illinois to the United States and the rest of the world.

SOCIAL SCIENCES
GRADE 3

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 3, students should be able to:

C1. Demonstrate positive self-images through appropriate behavior in a variety of situations.

C2. Know how to cooperate with others to achieve a goal.

D1. Understand that each family is unique.

D2. Recognize the family as a social structure.

D3. Distinguish between the rural and the urban families.

E1. Know the benefits received from police officers, firefighters, health professionals and other members of the human services profession in your community.

H1. Identify folklore from diverse cultures.

H2. Recognize customs, holidays and traditions which represent the American heritage.

SOCIAL SCIENCES
GRADE 6

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 6, students should be able to:

B1. Understand that learning is a lifelong process.

D1. Compare the family groups of other cultures.

F1. Understand the necessity of communication in society.

F2. Recognize the importance of nonverbal communication.

F3. Understand the purposes of oral and written communication.

H1. Relate customs and traditions in a variety of cultures.

I1. Know that mass communication increases awareness and knowledge.

SOCIAL SCIENCES
GRADE 8

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 8, students should be able to:

A1. Know criteria social scientists use to evaluate theories.

A2. Know selected theories of natural selection and the origin of species.

B1. Understand the nature and functions of memory.

D1. Know the relationship between a person's behavior and group influence.

E1. Know that support groups exist in societies to provide for the needs of humans.

E2. Compare personal and group needs in contemporary society.

F1. Analyze the effects of censorship on various forms of communication.

H1. Understand the importance of diverse customs and traditions in shaping American history.

I1. Analyze the role of mass communication in personal decision making.

SOCIAL SCIENCES
GRADE 10

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 10, students should be able to:

E1. Know that societies are complex systems made up of smaller groups.

E2. Analyze the role of support groups in societies.

H1. Understand the influences of customs and traditions in developing pluralistic societies.

I1. Analyze the influences of mass communication on a person's perception of the world.

I2. Evaluate the effects of mass communication on the global community.

I3. Know how mass communication promotes changes in attitudes in a society.

SOCIAL SCIENCES
GRADE 12

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 12, students should be able to:

A1. Understand how the social and physical sciences are complementary in describing the origin of the human species.

B1. Apply the methods of inquiry used in social sciences.

B2. Understand significant theories which explain how people learn.

B3. Know the major theories of motivation.

B4. Know the various definitions of the term "intelligence."

C1. Know the relationship between childhood experiences and adult personality.

C2. Understand the importance of one's own values in developing a healthy, mature and realistic concept of self.

C3. Know selected relationships between personality and development.

D1. Know how the family influences the development of personality.

D2. Understand the development and functions of the institution of the family.

E1. Know the common support networks in contemporary society.

F1. Understand the development of oral and written communication.

G1. Analyze the causes of antisocial behavior.

G2. Know how to find help in a variety of crisis situations.

H1. Understand how customs, traditions, and folkways shape human behavior.

I1. Understand the effects of mass communication on human behavior.

SOCIAL SCIENCES
GRADE 3

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 3, students should be able to:

Location: Position on the Earth's Surface

A1. Know the major geographical features of the earth's surface using a map or globe.

A2. Identify on a map or globe the location of Illinois, the United States, North America and a country on another continent.

A3. Know the difference between physical and cultural features on the earth's surface.

B1. Understand the difference between a map and a globe.

C1. Understand the effects of seasonal changes on the local environment.

C2. Know some of the recent changes in the local community.

C3. Identify the characteristics of a community in another country in terms of seasonal changes.

Place: Physical and Human Characteristics

D1. Know the major physical features of the local community.

D2. Know some of the ways the local community has changed since the time of the first settlers.

D3. Understand the reasons features in the local community have been so named.

F1. Identify how people have changed the physical features of the neighborhood.

F2. Identify how weather can help/harm a community.

Relationships within Places: Humans and Environments

G1. Identify the common needs of people.

G2. Compare ways people use their environments to meet their needs in their home community with those used by the inhabitants in a community in another country.

G3. Know how different groups of people respond to the environment to meet their needs.

Movement: Humans Interacting on the Earth

J1. Understand ways in which individuals depend upon other people both within and outside the community.

J2. Understand how modes of communication and transportation permit interaction within the community and between communities.

K1. Know the principal modes of transportation in the modern world.

K2. Identify the transportation links between the local community and neighboring communities.

SOCIAL SCIENCES
GRADE 6

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 6, students should be able to:

Location: Position on the Earth's Surface

A1. Identify such physical features as mountains, plains, plateaus, peninsulas, islands, bays, gulfs, seas.

A2. Identify such basic cultural features on the earth's surface as cities, roadways and farming areas.

B1. Use scale, symbols and legends shown on maps.

B2. Know how to locate places on a map or globe using latitude and longitude.

B3. Identify how maps are useful in illustrating a wide variety of information.

C1. Understand why certain human activities are carried on in specific locations.

C2. Know several of the significant cultural and physical features of the local community.

C3. Identify the relationships between one feature of the cultural environment and its physical location in the local community.

C4. Compare two places on the earth's surface which have the same general latitudinal location but are in different cultural realms.

C5. Assess how climate helps to influence place location.

Place: Physical and Human Characteristics

D1. Know the major physical features of Illinois.

D2. Understand the influences of Native Americans and other cultures on place names locally, in the state and in the nation.

D3. Know some of the important land-use and environmental problems presently facing Illinois.

E1. Identify some of the ways the natural environment can influence people's lives.

E2. Understand how changes people make in the natural environment can become a source of conflict among some groups within a society.

E3. Identify some of the ways conflicts over the use of the natural environment can be resolved.

F1. Identify some positive and negative changes in the natural environment that have resulted from human decision making.

F2. Understand the difference between a natural event and a natural hazard.

F3. Understand how measures taken for protection against natural hazards can change the physical environment.

F4. Know the world's basic climate types.

F5. Understand how weather and climate can positively and negatively modify places.

Relationships within Places: Humans and Environments

G1. Identify some of the natural forces at work which alter the major topographical shapes on the earth's surface.

G2. Identify some cultural traits in other parts of the world that are different from those found in the United States.

G3. Understand how cultural traits reflect the physical environment.

H1. Distinguish between renewable and nonrenewable resources.

H2. Compare some of the physical and cultural areas within the United States.

H3. Understand how personal choices and public decisions influence environmental quality.

H4. Identify ways by which the environment may be improved.

I1. Understand inferences about the resource base of selected natural environments through the use of maps, charts, graphs and photographics.

Movement: Humans Interacting on the Earth

J1. Know why interactions occur between places.

J2. Understand the need for interaction in a complex world.

K1. Know the relationships between the earth's physical features and the quality of transportation/communication networks.

K2. Identify the problems faced by developing nations in designing and maintaining efficient transportation/communication networks.

K3. Know the major reasons people migrate.

K4. Identify some of the cultural problems people confront when they migrate.

Regions: Formation and Change

L1. Know the meaning of the term "region."

L2. Know the characteristics of regions.

L3. Understand how the concept of region might be used to identify the unifying characteristics of a given area.

M1. Know the location of one of the world's regions in relationship to other regions.

M2. Identify the cultural and/or physical similarities and differences between any of the world's regions.

M3. Understand the relationships of a specific place within a region to the total region.

N1. Know the location of the United States in relation to other nations of the world.

SOCIAL SCIENCES
GRADE 8

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 8, students should be able to:

Location: Position on the Earth's Surface

A1. Know the location of selected major physical and cultural features of the world.

A2. Know the location of related political subdivisions on the earth's surface.

B1. Know how to interpret symbols used on maps.

B2. Know how to interpret data about the same place using different kinds of maps.

B3. Know how to interpret data presented on graphs and charts.

C1. Understand how different groups of people adapt differently to similar physical environments.

C2. Understand how the physical environment helps influence the culture of groups.

C3. Know the importance of climate, topography, soil, and mineral and water resources in influencing the location of objects and places.

C4. Understand the factors that change land use over time.

Place: Physical and Human Characteristics

D1. Know some of the factors influencing the location of local community sites.

D2. Understand conditions that are likely to contribute to the growth or decline of a settlement.

E1. Understand the term "habitat."

E2. Know how habitats can be categorized according their modifications by people.

E3. Understand why similar habitats are used differently by people with different cultures and traditions.

Relationships within Places: Humans and Environments

G1. Compare traditional and modern societies.

G2. Understand the roles of natural resources and technology in differentiating between traditional and modern societies.

G3. Understand how the elements of traditional and modern societies often overlap.

G4. Identify some of the adjustments traditional and modern societies make to their physical environments.

H1. Understand the relationships between resources and industry.

H2. Identify the location of major industrial and resource areas of North America.

H3. Describe ways in which the industrial growth in North America has contributed to the region's quality of life.

I1. Understand how the human changes in natural settings are based upon cultural appraisals.

I2. Understand how occupance patterns sometimes disregard the physical quality of the natural environment.

I3. Understand why humans generally attempt to control the quality and use of the natural environment.

I4. Understand how technology can affect the use of the natural environment.

Movement: Humans Interacting on the Earth

J1. Understand the role of trade in providing information about new products and ideas.

J2. Understand the role of technology in helping to define a culture's quality and style of life.

K1. Identify the characteristics of an effective transportation system.

K2. Explain how improved transportation systems create networks that expedite the movement of people and the transfer of goods.

K3. Understand how cities serve as major centers of trade.

K4. Know the relationships between patterns of settlement and communities of different sizes.

Regions: Formation and Change

L1. Know some of the criteria used to determine regional boundaries.

L2. Understand how the boundaries and shapes of regions can be changed by altering the criteria.

L3. Know how regions are used to organize information about the world.

L4. Analyze the limits and restrictions of regionalization as a means of arranging unit areas on the earth's surface.

M1. Understand how regionalization makes the complex physical and cultural arrangements on a map easier to describe.

M2. Understand maps, graphs, charts, tables, and photographs portraying complex arrangements within which regions have been identified.

N1. Identify the unique physical and cultural characteristics of the United States.

N2. Analyze why large-scale agriculture, industry and service activities can be carried out so broadly in the United States.

N3. Know the major subregions of the United States.

SOCIAL SCIENCES
GRADE 10

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 10, students should be able to:

Location: Position on the Earth's Surface

A1. Understand that because of their location, many places on the earth's surface share physical similarities.

A2. Evaluate the relationships between physical and cultural features in the local community, the state, the nation and the world.

B1. Evaluate map types as sources of information.

B2. Compare map data with data from other sources of information used in the social sciences.

C1. Know the characteristics of a culture common to any of the earth's regions.

C2. Know the relationships between the physical features of the earth and the development of distinctive cultural traits.

C3. Know the relationships between the economic and social activities of a place and its physical geography.

C4. Analyze the reasons for the environmental and cultural differences between two places on the earth's surface at the same latitude.

Place: Physical and Human Characteristics

D1. Analyze the influence of site features and locational factors on land use.

D2. Understand how the locational advantages and disadvantages of a place are often influenced by the needs of the times.

D3. Know the reasons for different kinds of land use.

D4. Understand how such factors as human enterprise, circumstance and luck can affect changes in the use of places.

E1. Know the meaning of environmental perception.

E2. Identify examples of environmental perception to compare the different attitudes that exist among people about the natural environment.

E3. Understand how decisions affecting the use of the natural environment can have both positive and negative results.

E4. Understand why two groups of people operating in the same physical setting may perceive the elements of the environment differently.

E5. Analyze why natural environments tend to change over time.

F1. Understand why natural hazards are harmful or dangerous to humans and analyze why humans persist in using areas where natural hazards are common.

F2. Know and evaluate the various adjustments people make in areas of common natural hazards.

Relationships within Places: Humans and Environments

G1. Analyze why some customs derive from the physical conditions of a place and others result from the cultural preferences of a society.

G2. Analyze why the same natural resources or human-made objects can be used differently in different cultures throughout the world.

G3. Understand the role of technology in changing physical and cultural environments.

G4. Understand how the use of traditional and modern technology can result in a conflict of cultures.

H1. Understand how habitats have been modified by human activity.

H2. Know the meaning of habitat unity.

H3. Analyze why similar habitats are used differently.

H4. Know the meaning of multiple resource use.

H5. Understand how multiple resource use can cause conflict between culture groups and special-interest groups.

I1. Understand the kinds of decisions people must make to determine how to use the natural environment.

I2. Know the relative importance of political, economic and social attitudes which influence the use of the natural environment.

Movement: Humans Interacting on the Earth

J1. Understand the economic and social factors that contribute to conditions of interdependence between and among nations.

J2. Analyze how the networks of transport and communication link places together.

J3. Understand the limits of self-sufficiency in a complex world.

K1. Identify conditions that encourage or discourage migration, trade and the spread of ideas.

K2. Analyze why centers, pathways and hinterlands develop.

K3. Analyze how changes in transportation/communication technology influence the rates at which people, goods, and ideas move from place to place.

K4. Analyze why improved transportation/communication networks encourage cultural interaction.

Regions: Formation and Change

L1. Identify the major regions of the world.

L2. Interpret maps portraying complex arrangements within which regions have been identified.

L3. Understand why the major regions of the earth are divided into smaller units or subregions.

L4. Identify some of the environmental problems existing within the regional structure of the world.

L5. Analyze how problems within regions can be addressed.

M1. Understand why regions are basic units of geographic study.

M2. Understand region as a device that geographers use to help simplify a complex reality on the earth's surface.

M3. Know how regions can be defined by their physical and cultural characteristics.

N1. Know the location of the United States in relation to its region and to the rest of the world.

N2. Recognize that the United States is a modern industrial nation with a relatively high standard of living.

N3. Analyze major trends in population growth and distribution in the United States.

N4. Understand data about the physical and cultural features of the United States in order to develop hypotheses about the country's diversity.

N5. Know the criteria for determining the eight subregions within the United States.

SOCIAL SCIENCES
GRADE 12

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 12, students should be able to:

Location: Position on the Earth's Surface

C1. Analyze ways in which physical and cultural features influence the location of objects and places.

Place: Physical and Human Characteristics

E1. Understand how various groups within society may view places differently.

Relationships within Places: Human and Environments

G1. Understand ways by which people inhabit, modify and adapt culturally to different physical environments.

Movement: Human Interactivity on the Earth

J1. Analyze ways people depend on products, information, and ideas that come from beyond their immediate environment.

K1. Understand ways in which people move themselves, their products, and their ideas across the earth's surface.

Regions: How They Form and Change

L1. Understand the concept of region in physical and cultural terms.

M1. Understand the cultural and physical geography of each of the world's regions.

SOCIAL SCIENCES
GRADE 3

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 3, students should be able to:

A1. Identify a problem that needs to be solved.

A2. Recognize that individuals make decisions.

A3. Identify a decision-making plan that is likely to help solve a problem within a group.

A4. Analyze a plan offered as a solution to a specific problem within a group.

C1. Understand that every course of action has consequences.

C2. Recognize that the outcomes of decision making can be both positive and negative.

C3. Understand ways to change a course of action in order to increase benefits and reduce consequences.

D1. Recognize that every person plays many roles in society.

E1. Understand the factors influencing a person's relationships with others.

E2. Understand that some relationships are more important than others.

E3. Know the differences between positive and negative aspects of relationships.

I1. Understand the importance of work.

I2. Know that workers provide goods and services.

I3. Know that work is necessary to provide for basic needs.

I4. Recognize that most forms of work require training.

SOCIAL SCIENCES
GRADE 6

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 6, students should be able to:

A1. Know how to choose between plans of action based on a goal held by a group.

A2. Understand how decisions made by individuals reveal their values.

A3. Compare the influences of values, goals and needs on decisions.

B1. Understand how various sources of information can be useful for defining, describing, classifying, and comparing data.

B2. Understand how a description of a person, place, or thing can influence a point of view.

C1. Compare the consequences likely to result from a particular course of action.

C2. Recognize that the actions of an individual or group may result in both positive and negative consequences.

D1. Recognize that all persons must commit significant time and effort to consuming and producing goods and services.

D2. Know the relationships between a producer and a consumer.

E1. Recognize that most student relationships are primary relationships.

E2. Understand that relationships are bound by rules.

E3. Compare positive and negative relationships.

F1. Recognize that most candidates for local, state, and national offices are selected by political parties.

F2. Understand the differences among local, state, and national elections.

F3. Know current major candidates by party and office sought.

G1. Know that most local, state, and national governments in the United States are organized with executive, legislative, and judicial branches.

G2. Identify the local and state government consulting and regulatory agencies available in the community to help specific groups in need of assistance.

G3. Know that the state and federal governments publish free, inexpensive and generally unbiased resource materials.

H1. Understand how key figures in history have been responsible for effecting change.

H2. Understand that change can result from a variety of causes.

H3. Recognize that most individuals credited with change are supported by a group.

H4. Understand the roles that groups play to bring about social, political, or cultural change.

I1. Understand that training varies with the type of job.

I2. Understand the role of teamwork in the workplace.

I3. Identify the role of management in the workplace.

I4. Compare how personal ability, interest and aptitude influence job choice.

J1. Understand that jobs vary according to their social desirability, income production, and personal preference.

L1. Recognize that controversies, conflicts, and problems are characteristic of pluralistic societies.

L2. Understand that conflicts can be resolved in a number of ways.

SOCIAL SCIENCES
GRADE 8

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 8, students should be able to:

A1. Understand the steps involved in the decision-making process.

A2. Understand that the decision-making process used by individuals or groups reflects their value systems.

B1. Understand that sources of information can be evaluated using a variety of criteria.

B2. Understand that information can be used to serve a variety of purposes.

B3. Analyze the impacts of advertising as a source of information.

C1. Compare anticipated and unanticipated outcomes which result from a plan of action.

C2. Understand why government agencies develop social policies.

C3. Understand that social policies can be evaluated using a variety of criteria.

D1. Recognize that each person's ability to be a producer, consumer, and citizen depends on a number of economic, political, and social decisions.

D2. Recognize that each individual in a society plays different roles in the production and consumption of goods and services.

E1. Recognize that relationships between individuals are supported by a variety of forms of communication.

E2. Recognize that relationships between individuals and groups are maintained through a variety of support systems.

E3. Understand that some relationships are legislated by government bodies to maintain health, safety, order, and identity.

E4. Analyze the complex relationships existing among individual consumers, business, industry, and governmental entities.

F1. Understand that candidates for some local elections do not run on party tickets.

F2. Understand the role of political campaigns in the electoral process.

F3. Identify major issue(s) separating opposing candidates in the national general election.

G1. Know the general roles of local, state and federal government consulting and regulatory agencies.

G2. Recognize the value and availability of information provided by government publications.

H1. Understand the varieties of change operating within society.

H2. Understand the complexity of making a major social change.

I1. Understand the education and training required to prepare youth and adults for work.

I2. Identify the attitudinal skills which affect worker performance.

I3. Understand how business, industry, and organized labor influence the nature of work.

J1. Analyze the relationships between skill development and employment opportunities.

J2. Identify common skills and abilities that contribute to success across many careers and jobs.

K1. Understand that a society's values tend to grow out of its traditions.

K2. Recognize that the value systems in pluralistic societies emerge from a variety of traditions.

K3. Understand that social change within a society may conflict with its traditional value system.

L1. Understand the complexity of conflict resolution.

L2. Understand the techniques used to promote conflict resolution.

L3. Evaluate the usefulness of various approaches for achieving conflict resolution.

SOCIAL SCIENCES
GRADE 10

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 10, students should be able to:

A1. Analyze various models of decision making.

A2. Evaluate the effectiveness of decision-making models.

A3. Recognize the relationships between a decision-making model and the values of those who designed it.

B1. Analyze appropriate criteria for evaluating sources of information.

B2. Know how to use criteria to evaluate sources of information.

C1. Understand that organizations develop policies designed to implement their goals and values.

C2. Understand that organizational policies have effects reaching beyond the organization itself into other areas of activity and influence.

C3. Know how to evaluate a policy according to a set of appropriate criteria.

D1. Understand that human activities can be classified by means of identifying the production and consumption of goods and services.

D2. Analyze an individual's daily activities to determine his/her role as producer, consumer, and citizen.

D3. Evaluate the production and consumption practices of selected social groups.

E1. Understand the varieties of relationships existing among individuals and between individuals and groups.

E2. Recognize that various types of relationships are characterized by distinctive communication techniques.

E3. Understand that all relationships entail rule-guided duties, responsibilities, and obligations.

E4. Understand the positive and negative effects that differences in cultural, social and economic background have on relationships.

F1. Understand the importance of voting.

G1. Understand the governmental levels at which issues can most appropriately be addressed.

G2. Recognize that satisfactory political action results from knowing the purposes and structures of government agencies.

H1. Recognize that significant technological changes often relate to significant social changes.

H2. Understand that planned changes involve different efforts for implementation than unplanned changes.

H3. Recognize the differences in purpose between groups organized to seek popular changes and those organized to promote unpopular changes.

H4. Recognize the purposes of special interest groups.

I1. Understand the relationships between educational attainment and entry into varied occupational fields.

I2. Understand the knowledge and skills required for success in selected fields of work.

I3. Understand how employers, labor unions, managers, and workers interact with one another to achieve a common goal.

J1. Understand that education is a continuing process with applications to life enrichment and job enhancement.

J2. Distinguish between technical skills, and employability skills and abilities that increase the likelihood of success in a field.

J3. Recognize that competence in a field of work entails the development of a wide range of skills.

K1. Recognize that personal values tend to reflect both harmonious and conflicting values of one's society.

K2. Analyze the criteria used by individuals to make a value judgments.

L1. Understand the differences between social conflicts and personal conflicts.

L2. Apply the principles of conflict resolution to specific problem situations.

M1. Understand the economic roles of the individual in society.

M2. Understand the factors that motivate and restrain consumer decisions.

M3. Recognize that the financial plans of consumers change as their values, goals, needs, resources and position in the life cycle change.

M4. Understand the basic characteristics of a mixed free enterprise system.

SOCIAL SCIENCES
GRADE 12

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 12, students should be able to:

A1. Apply the principles of comparative pricing to real-life situations.

A2. Apply a rational decision-making process based on goals, values, and needs to selected consumer and social problems.

B1. Analyze the types of information sources needed to make effective consumer decisions.

C1. Evaluate the costs and benefits of a particular course of action.

D1. Compare the economic interdependence among agriculture, business, government, labor and the consumer.

D2. Analyze the rights and responsibilities of consumers in the society and the economy.

D3. Analyze the interdependent roles of an individual as a consumer, a producer and a citizen in the United States economic/political/social system.

E1. Recognize the economic interdependence between the United States economy and the world economy.

E2. Understand various relationships between the individual and others in the local community, state, nation and world.

F1. Understand the citizen's role in the election process at the local, state and national levels.

G1. Know how to use the various levels of government.

H1. Understand how individuals and/or groups effect change.

I1. Distinguish between rights and responsibilities of employers and workers in the work place.

I2. Analyze the roles of the individual in the world of work.

J1. Understand the relationships between competence and potential.

K1. Analyze the relationships between individual and societal value systems.

L1. Evaluate strategies for conflict resolution in terms of selected criteria.

M1. Understand the principles of money management including budgeting.

M2. Analyze the types and sources of consumer credit.

M3. Evaluate terms of credit agreements.

M4. Apply the principles of money management to financial planning situations.

M5. Analyze the management of human and material resources.

APPENDIX A

STATE GOALS FOR LEARNING--SIX AREAS OF LEARNING

LANGUAGE ARTS

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking, and listening.

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras, and ideas;
- understand how and why language functions and evolves.

MATHEMATICS

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems.

As a result of their schooling, students will be able to:

- perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions and decimals;
- understand and use ratios and percentages;
- make and use measurements, including those of area and volume;
- identify, analyze and solve problems using algebraic equations, inequalities, functions and their graphs;

- understand and apply geometric concepts and relations in a variety of forms;

- understand and use methods of data collection and analysis, including tables, charts and comparisons;

- use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.

BIOLOGICAL AND PHYSICAL SCIENCES

Science is the quest for objective truth. It provides a conceptual framework for the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop students who are scientifically literate, recognize that science is not value-free, are capable of making ethical judgments regarding science and social issues, and understand that technological growth is an outcome of the scientific enterprise.

As a result of their schooling, students will have a working knowledge of:

- the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and work in contemporary technological society;

- the social and environmental implications and limitations of technological development;

- the principles of scientific research and their application in simple research projects;

- the processes, techniques, methods, equipment and available technology of science.

SOCIAL SCIENCES

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexities of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

As a result of their schooling, students will be able to:

- understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;

- understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;

- demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;

- demonstrate a knowledge of world geography with emphasis on that of the United States;

- apply the skills and knowledge gained in the social sciences to decision making in life situations.

FINE ARTS

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, drama and dance.

As a result of their schooling, students will be able to:

- understand the principal sensory, formal, technical and expressive qualities of each of the arts;

- identify processes and tools required to produce visual art, music, drama and dance;

- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts;

- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present;

- describe the unique characteristics of each of the arts.

PHYSICAL DEVELOPMENT AND HEALTH

Effective human functioning depends upon optimum physical development and health. Education for physical development and health provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills.

As a result of their schooling, students will be able to:

- understand the physical development, structure and functions of the human body;

- understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;

- understand consumer health and safety, including environmental health;
- demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance;
- plan a personal physical fitness and health program;
- perform a variety of complex motor activities;
- demonstrate a variety of basic life-saving activities.

APPENDIX B

LEARNING OBJECTIVES AND ASSESSMENT--QUESTIONS AND ANSWERS

Question: When will the first plan be due?

Answer: The first plan must be submitted by August 31, 1987.

Question: Can a district submit its plan earlier so that the objectives, assessment systems, and reporting procedures are approved prior to the beginning of the 1987-88 school year?

Answer: Yes. The State Board will be prepared to receive plans in the spring of 1987. Districts are encouraged to submit their plans as early as possible.

Question: What are the criteria for the approval of plans?

Answer: Specific criteria will be listed in rules currently being developed for this program. The criteria will be based on the legislative requirement that the local objectives meet or exceed the State Learning Goals, that the assessment procedures are adequate to determine the degree to which students are meeting these objectives, and that reporting procedures are sufficient to inform the public about the objectives, the assessment results, and the plans for improvement.

Question: What assistance is available to school districts?

Answer: Many forms of assistance are presently available and others are being developed:

1. The Illinois General Assembly appropriated $2.7 million in FY 86 and $2.55 million in FY 87 to assist local school districts in implementing this program. Each district may receive $1.31 per enrolled student this year by submitting an application for funds by October 15, 1986.

2. A final set of Sample Learning Objectives in each of the six fundamental areas of learning will be distributed in late September 1986; these will be based on revision of the Draft Model Learning Objectives in the six fundamental areas that were released in the spring of 1986.

3. An assessment item bank is being developed and test items from that bank will be available to districts in the fall of 1987.

4. Ten local school districts were funded in FY 86 as demonstration sites for development of model outcome/assessment systems and materials. Plans to continue and to expand this effort in FY 87 are under development.

5. Consultants to assist local school districts in the area of reading are available through the Educational Service Centers. Consultants in other areas will soon be available.

6. Workshops will be conducted and materials and publications will be distributed beginning this winter.

Question: How can a district receive assistance?

Answer: Districts should contact the Educational Service Center in their area. In addition, information and assistance regarding the development of objectives can be received from the Program Planning and Development Section or the Program Evaluation and Assessment Section, State Board of Education.

Question: Does a school district have to adopt the Sample Learning Objectives?

Answer: No. They are samples provided only to assist districts in the development of their local objectives.

Question: Why are there state test items?

Answer: In order to measure student learning against the state goals, the legislation requires that state test items be included in the local assessment system.

The General Assembly has indicated that it expects to receive information to help answer at least the following questions:

> How does student performance in Illinois schools compare with statewide student performance?
>
> To what extent are trends in achievement in each Learning Outcome area indicating decline, stability, or growth in performance over time?

Each of these questions will be studied by using the results of the state items for each grade and curricular area tested.

Question: How will the state testing items be developed?

Answer: Illinois teachers and other education professionals selected statewide will form committees that will help match test items to the state goals and construct the pilot tests. The items will be field-tested, statistically analyzed, and reviewed again by the committees.

Question: What will the relationship between state assessment items and the Sample Learning Objectives be?

Answer: There will be no direct relationship between the two. State assessment items will be based on the State Goals for Learning.

Question: Are Sample Learning Objectives the same as instructional objectives?

Answer: No. The Sample Learning Objectives define knowledge or skills at a school district, rather than a classroom, level. In that sense, they are more like school district learning goals than typical instructional objectives. In fact, they are called "objectives" in strict compliance with the language of the law. For all practical purposes they can be viewed as school district learning goals.

Question: Will the state testing items be available to the schools in advance?

Answer: The state testing items to be administered in any given year will not be available to schools for preview. However, sample items will be published for all student learning outcomes. These will be sent to all school districts prior to administration of state testing items in a curricular area. For example, a booklet of sample mathematics test items will be sent to districts prior to the administration of state mathematics testing items in spring of 1989. The booklet will contain sample items for all mathematics learning outcomes, keyed to the four grade levels to be tested (i.e., 3, 6, 8, and 10).

Question: To whom and how will state testing data be reported?

Answer: Each school will receive its students' mean scores in raw score units as well as the school's percentile rank in Illinois for each Learning Outcome area tested as well as comparisons by Learning Outcome area statewide.

Each school district will receive the above results for each of its schools as well as similar mean scores for the district as a whole.

The General Assembly and the Governor will receive a report from the State Board including:

- o the state's average performance and range of achievement for each learning area tested in raw score units and percentiles;
- o results of additional statistical analyses and interpretations, especially curricular strengths and weaknesses, trends and evidence of significant correlations; and
- o national comparisons.

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